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Valuing family and school influences in education of children with attention deficit and hyperactivity disorder

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Abstract

The enlargement of the concerns over scientific knowledge and explanation of the development of discordant personality and also the intensification of measures to improve the dissonant developments adaptive behaviors and integration, still continue to represents problems and concerns for the education specialists. The methods to involve family in children's education can exert influence on the development of hyperactivity disorder, with an impact on the success of the child and his life in general. Organizing and planning is a primary objective in a child's education with attention deficit and hyperactivity disorder.

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Introduction

The conduct of children with attention deficit hyperactivity disorder is affecting the compliance with the rules of conduct and order that are compulsory for members of a community, in the same way that their behavior is affected by the disciplinary methods applied by parents. Most often, children with attention deficit and hyperactivity disorder

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exhibit inappropriate behavior that cannot be controlled and which causes culpability feelings because their parents don't believe in their educational capabilities. Although, the rules and methods of discipline have little effect on the behavior of children with attention deficit and hyperactivity disorder than the children who do not show signs of hyperactivity and attention deficit, it is important not to give up the rules. The inability of parents to engage or continue maintaining rules and disciplinary methods can worsen the behavior.

In the first period of life, which is a sensitive period, affection develops as a consequence of parental behavior innate reactions and can adjust the proximity of the child. This period is important, not only for the emotional development, but also to adjust motility behavior and keeping attention. Lack of adequate availability of the mother or the person who takes care of the child, in this crucial period, would lead to a persistence dysfunction in child's ability to regulate attention and locomotors activity. It is possible that this situation may be due to failure in feeling the required sense of safety, resulting from the predictability given by the mother's presence.

1. Family factors and attention deficit hyperactivity disorder

The influence of environmental factors, social factors and family factors on the behavior of hyperactive disorder is essential in developing a hyperkinetic disorder. The environment is not directly liable, but the manifestations of this disorder, through its stressful action or through its manifestations mechanism in the case of the vulnerable children, susceptible to this disorder, it can operate as a trigger in this disorders and influence's the expression of hyperactivity. Various studies have shown association of a fairly high number of environmental manifestations with the hyperactive children, usually lead to: social disadvantages (particularly linked to attention deficit disorder), family instability and psychiatric problems of parents, especially maternal depression. Also, there were reported certain relationships between family members: mothers with major deficiency in attitude, authoritarian and negative towards the child, divergences between the parents regarding the raising and educating the children. Due to the cross studies predominantly available, it is not known precisely the extent to which these factors can cause child hyperactivity disorder. The repercussions on the child's capacity to influence the organization and the locomotors activity, the levels of attention spans are resulting form terms of insufficiently stimulating cognitive environment, the lack of rewards and social stability at the beginning of early preschool period. These effects may be influenced also by the negative relationship between parents and children.

The deficiencies to adjust the child's locomotors and mental abilities can be the result of a development in an certain environment, in which there is a constantly unfavorable psychological and physical place. This may be the result of abuse, neglect or persistence with the persistent negative attitude towards the child, whose effect may be compounded by parents who fail to provide sufficient control and discipline to help the child to control his desire for immediate gratification of need. The result could be a behavioral style that involves a relentless impulsive and compulsive search for compensatory experience, that will bring reward and that will persist regardless of any of the negative consequences. In such circumstances, the child's behavior may begin to gather items of antisocial personality disorder or behavior disorder.

If the small child case, hyperactivity is likely to be related with anxiety and could show some deficiencies in the child's care. For example, in a case of a child that is temperamentally active and agile, whose physical and emotional integrity is exposed to serious threats, these things appear when the child is fighting self-regulation and self-control.

Family stability, the quality of parental relationships, family's chronic stress, are just a few factors that can influence the proper functioning of a family. It is, therefore, possible that among other effects that it has, the involvement of family in children's education can exert a big effect on the development of hyperactivity disorder, with an impact on the success of the child and in his life in general.

2. Ways of parental involvement in children's education

The fact that the student attends school every day, doesn't mean that parents are involve enough to promote their child's success. Supporting the objectives of the school, transmitting support for their children, will positively influence school success unlike parents which don't get involved. The family also has to realize the necessity of collaboration with teachers and specialists that can facilitate the development of life of children with attention deficit

and hyperactivity disorder.

Organizing and planning is a primary objective in a child's education with attention deficit and hyperactivity disorder. This child has weaknesses in terms of organization; planning and self-control activities and prioritization things will always be poor. So, it is necessary to encourage school children to think about their activities that are happening now or the next day and to plan the material resources they need through questions like: "What is the schedule for the next day?", "What books do I need?" "Do I need sports equipment?" Etc.

Knowing the sequences of events, learning what order and sequence is, will help these children to organize their thoughts. It is, therefore, necessary to exposure request in order to conduct various activities carried out in day or an event using the guiding questions, if necessary, to narrate each step performed.

The rules that have to be respected can be established with the child. First, there will be an agreement on a limited number of rules clearly stated, that have to be constantly reminded. If some rules can't be respected, we have to insist over them, but there will be appreciation and permanent encouragement that the child has met even one of the proposed rule. The child needs help, so patience, wisdom and tenacity from parents will be part of an important role. Gradually the numbers of rules will also increase and also the child's ability of self-control.

Instructions and requirements should be clear, short and strictly on topic. If a task is quite complex, in the formulation, it will be fragmented into smaller sequences so that the small child will be able to understand the message and the problem solving will thus be carried out gradually.

Reinforcements rewards are immediate and necessary in any activity or task that the child performs. It can happen that some tasks to seem boring for the child, but immediate positive reinforcements (praise, compliments, etc.) can make the tasks to be successfully completed, most of the times.

Verbal appraisals may be accompanied by physical attachment. Rewards increase children's motivation and attention with hyperactivity deficit unlike other children, the appraisals must be more consistent, meaningful, especially the materials one's. According to studies, the intrinsic motivation (pleasure to thank the parents, the pleasure of learning etc.) rarely have a positive effect on children with attention deficit and hyperactivity disorder.

Punishment doesn't find its place near children with attention deficit and hyperactivity disorder, because they make mistakes quite often. It can be used as little as possible and is good to go on a "positive before negative" idea. It should be appreciated any positive behavior that is manifested by the child.

Routine is very important in the lives of children with attention deficit and hyperactivity disorder, starting with the planning of the morning and ending with organizing activities for the next day. He needs to be aware of what's going to happen, so switching from one activity to another will be achieved easily. In general, children with attention deficit and hyperactivity disorder, are assaulted by a lot of stimuli and unplanned tasks are achieved with difficulty, and he loses interest, so it's important that the situation to be managed by the parents, drawing the child's attention in another direction and then, gradually, the tasks will be taken over by the child.

The diversification of activities is another challenge for parents, since boredom is a very serious problem for the children with attention deficit and hyperactivity disorder. The interplay of some interesting activities will produce pleasure and will have benefic effects on them.

One major problem for children with attention deficit and hyperactivity disorder is the time planning for various activities including learning or doing homework. In these particular situations, first we established the priorities and then the time allocated for each of them. It is better to use an external reference, like the clock for example, allowing a more accurate way for organizing time for a certain period.

A practical suggestion for parents whose children go to school or going to go to school in the near future, would be the choice of a room or classrooms with not too many stimuli around, in traditional style with a closed plan, something which can be done also at home, in order that the atmospheres distractions to be at minimum. Children with attention deficit and hyperactivity disorder may be distracted from the pace work by any external stimulus.

Severe discipline is not a solution for these children, so that's why choosing the teacher for primary education is a major objective. A calm environment, consistent with a firm and flexible teacher, who can manage the situation when needed without affecting the self-esteem and self-image of the child with attention deficit and hyperactivity disorder is the ideal model. Children with attention deficit and hyperactivity disorder should feel accepted and appreciated, but also they should know that the teacher has the control in classroom.

Liaising / a permanent collaboration with the school will facilitate education of children with attention deficit

and hyperactivity disorder, even if not always we will hear pleasant things about the child's behavior.

3. Focusing on the positive experiences of children with attention deficit and hyperactivity disorder

Researches has shown, in the case of many children, that the behavior disorders doesn't lead to hyperactivity, but hyperactivity precedes behavior disorder. In such cases, it is possible that behavioral disorder to be generated and maintained by family hostility, major weaknesses in communication and deficiencies in the ability to settle the conflict.

Most families have a busy lifestyle which is why, often, parents don't notice the positive behavior of children with attention deficit and hyperactivity disorder, they become more aware of the inappropriate behavior. Thus, the most common form of family interaction is punishment, strengthening for desirable behaviors are quite rare. But the key element of these parents in educating their children with attention deficit and hyperactivity disorder is to identify positive experiences, no matter how insignificant those may seem.

Giving approval, encouragement, hugs or any nurturing behavior will develop the accepted and adapted behaviors in any situation. Emotional states have motivational value that exudes a positive energy mobilization in children with attention deficit and hyperactivity disorder, feelings acquire the status of conduct motivational vectors. But affection without discipline, fails for such children. Often parents are indulgent, for various reasons, but the discipline aims to develop self-control and improved behavior, even if parents sometimes find this policy quite ruthless and sharp. Communication is another important aspect, additional to an effective behavior treatment. The children, whether they present specific manifestations of attention deficit and hyperactivity disorder or not, they imitate parents that can behave either correct or incorrect. Observing their parents in different situations, as they lose control of their emotions and / or their behavior, the children will react just like them, considering that it is natural to express a state of anger. Also, the confrontations will grow the tension that will lead to the outbreak of the conflicts. The appropriate tone of voice, a controlled voice, will optimize child's behavior with attention deficit and hyperactivity.

We will present the case of Victor, a student in second grade, diagnosed with attention deficit and hyperactivity disorder. The class teacher used to give rewards for behavior under the form of a red or a black dots on the decision of all students. Victor presents behavioral problems, predominantly in the break time with his colleagues, he is often verbally and / or physically aggressive. The following discussions were clear and firm, there was an agreement between teacher and students in second grade and there was conceived a discipline plan in the attempt to remove those bad behavior conducts, appreciating Victor's every intention to refrain from any aggressive behavior. It has been appreciated by classmates with a red dot, even the smallest improvement or progress in terms of behavior, including that he raised his hand threateningly towards a colleague without hitting him. Over time, Victor was able to show a good behavior, rarely being "rewarded" with black dots. Victor noticed that when there is progress in his behaviour, his colleagues and the teacher are supporting him, that they are proud of the way he behaves and also he had the feeling that he can own control over his feelings.

4. The effects of cooperation of parents of children with attention deficit and hyperactivity with the school

School success of children with attention deficit and hyperactivity disorder may be given by a good collaboration with their parents to support school goals and effective communication. Understanding that they are the main part of the working team whose goal is to educate children and getting positive results, the parents have the power to communicate to kids that the school is important and valuable.

Often parents of children with attention deficit and hyperactivity disorder may become demoralized and avoid the collaboration with the school due to the dissatisfaction and complaints that they receive from teachers and other children's parents referring to their child's behavior. Their children's school experience is so different from what they remember or think it should be that they are feeling increasingly isolated and uninformed. Some parents have nightmares about school meetings at which no one in the school staff had anything nice to say about their child. So, they try to protect themselves and so they don't participate in meetings with other parents of their children classmates and they don't take part in any activities organized at school, simply to avoid triggering stress. However, it is essential that they prove increased interest in school and show interest to their child's behavior at school just in

case he needs help.

We will present some suggestions for parents to improve school performance for these children and for the improvement of parent-teacher relations.

Firstly, in order that the meeting between parents and teachers to be effective, it is good for parents to be as objective and realistic as possible, communication to be open and clear, and the message for the child to be direct, without intermediaries. When the student sees that his parents and teachers agree about the problems he has, when they try to find solutions and to overcome them, the negative behaviors of the student often disappear.

When the purpose of the meeting is to establish a plan to monitor the activity or student's behavior, it is good for the child to be present as well.

If the conditions of the plan are not respected at school, the child won't suffer the consequences for school tasks or behavioural plans at home, although parents will be informed about this. Also, if some children have different extracurricular activities that they enjoy, is recommended that the punishment doesn't connect with the participation in these activities.

It is important for the parents to realize that their child has qualities, even those qualities that were overlooked because they haven't developed positively (leader), the strengths and the things their child care about most. All these things should be brought to the attention of the class teachers in order to understand better their child's personality and needs.

When one wishes to enhance learning, it is essential to identify a single behavior that the child will focus on and also, in this process to keep in mind his learning style.

More and more schools found different ways to include students in some or all parent-teacher meetings. The truth is that they are the people who must make certain changes and to bring their contribution in creating conditions for these changes and that's why all these things are important for the ultimate success of any plan.

Conclusions

Organization of learning activities, available forms of effective approach of child personality with attention deficit and hyperactivity disorder, the simultaneous stimulation opportunity, remain those activities under the shape of child's involvement and responsibility in learning activities, because these things reflects the pedagogical skills to adapt the needs of school education to an individual.

Behavioural disorder, the neurobiological type, in modern vision, emphasizes the approach of different methods, particularly on compensatory purpose potentials, so focusing on effective strategies for school and social adaptation. In this context there is a set of techniques and methods of rehabilitation therapy, stimulation, development, compensation, which conjugate the learning purpose and raises the quality of educational act and the therapeutic one.

Most experts agree that the most effective way to treat people with attention deficit and hyperactivity disorder is the application of behavioural therapy programs, prescription medicines (psychiatrists) and supporting the parents in participating in parenting classes.

Also, one of the strategies involves multimodal effective treatment, which admits the approach of psycho education (parents, families and teachers), in specific therapies (when the family is disorganized, family therapy, individual therapy or group therapy focused on social contact and hyperkinetic child's self-esteem, social skills training - focused more on defiant behaviour, training programs for adolescents and adults, training for parents targeted by correcting defiant behaviour) and finally pharmacotherapy.

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